

DIRECTIVE: JOB CORPS PROGRAM INSTRUCTION NO. 98-

TO: ALL JOB CORPS NATIONAL OFFICE SENIOR STAFF
 ALL JOB CORPS REGIONAL DIRECTORS
 ALL JOB CORPS CENTER DIRECTORS
 ALL JOB CORPS CENTER OPERATORS
 ALL NATIONAL TRAINING AND SUPPORT CONTRACTORS

FROM: MARY H. SILVA
 National Director
 Job Corps

SUBJECT: Job Corps Disability Initiative

1. Purpose. To remind Regional, Agency, and center staff of Job Corps responsibilities toward persons with disabilities, and provide information about the Job Corps Disability Initiative.

2. Policy. Section 504 of the Rehabilitation Act of 1973 is a civil rights statute stating that no otherwise qualified individual with a disability can be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving or benefiting from Federal financial assistance. Because Job Corps is a Federally funded training program, it is subject to the requirements of Section 504. Department of Labor regulations implementing Section 504 (29 CFR parts 32, 33, and 34) require Job Corps to ensure its program and facilities are accessible and to provide reasonable accommodation.

Program Accessibility

For Job Corps, program accessibility means that the program as a whole is readily accessible to qualified individuals with

disabilities. Making the program accessible may involve facilities changes, attitudinal changes, program changes and/or the provision of reasonable accommodation. Each existing center or program is not required to be made totally accessible and usable by persons with disabilities. Rather, in as many cases as possible, at least part of the center or program should be accessible so that students with disabilities can participate in and benefit from the program. For example, not every dormitory has to be accessible, but residential students with disabilities should have living arrangements comparable to students without disabilities. Centers that presently do not have any students with disabilities on center are not exempt from the program accessibility requirements.

Facility Accessibility

Facility accessibility relates to the design and construction of Job Corps facilities. Center construction and rehabilitation projects are completed using architectural standards (Uniform Federal Accessibility Standards [UFAS] or the Americans with Disabilities Act Accessibility Guidelines [ADAAG], whichever is more stringent) that require accessible and barrier-free design. Outreach, Admissions, and Placement and other Job Corps contractor facilities must be accessible as required by applicable local, State, and Federal disability law (e.g., Americans with Disabilities Act).

Reasonable Accommodation

Making the Job Corps program accessible to persons with disabilities may require granting reasonable accommodation. Reasonable accommodation allows the person with a disability to participate in the Job Corps program to a degree equivalent with his/her nondisabled peers and usually involves the provision of an appropriate service or product, or the modification of a job, work/academic environment, policy, program, or procedure.

Examples of accommodations made for Job Corps students with disabilities have included: allowing a student to leave class a few minutes early; providing testing accommodations; providing training, instructional and dormitory materials in alternate formats; providing augmented tools in the vocational trades; and modifying rules for intermural sports.

Often, an individual with a disability who enrolls in Job Corps can be accommodated with no financial expenditure. For example, the individual may already have the accommodation he/she requires or can be accommodated using existing center resources.

Sometimes the accommodation may require merely a change in a policy, program, or procedure.

If there is a cost associated with the accommodation and the individual is being served by or is referred to Job Corps by a disability agency, the agency may provide or contribute to the cost of providing it. In addition, if the individual is a recipient of Supplemental Security Disability Income or Medicaid, these programs may contribute to the cost of the accommodation.

Job Corps will provide the opportunity for a person with a disability to request accommodation at any time during their application to or enrollment in the Job Corps program. Every effort should be made to accommodate a person with a disability at his/her center of choice. If this is not practical, the individual should be assigned to a center offering comparable training that is better able to accommodate the particular applicant.

3. Background. In 1987, Job Corps designated and funded three multi-regional centers to accommodate students with severe sensory and/or mobility impairments, and six regional centers to accommodate sensory-impaired students. Despite recruitment and outreach efforts aimed at individuals with disabilities, Job Corps data show low enrollment rates for students with disabilities.

Since 1996, the Department of Labor has been working on an agency-wide disability initiative with the ultimate goal of providing greater accessibility and identifying effective accommodations for Department of Labor staff and customers. In keeping with the agency-wide disability initiative and the Job Corps mission, National Office Job Corps Staff, with assistance from the Department of Labor Civil Rights Center, launched its own initiative to explore avenues for making the Job Corps centers more accessible and better able to accommodate students with disabilities. Three meetings have been held to discuss these issues.

The first meeting was held in June 1997, in Washington, DC, to conduct a preliminary assessment of the areas that Job Corps needed to address in order to make centers more accessible and better able to accommodate students with disabilities. The issues identified during this meeting formed the agenda for the second disability meeting held in September 1997, in New Haven, Connecticut. At this meeting, several workgroups discussed major issues relevant to serving students with disabilities (e.g., facilities, training, policy and guidance materials, identifying community resources, recruitment). At the end of the meeting,

each workgroup presented an action plan that identified policy and programmatic changes necessary for Job Corps to successfully increase the number of students with disabilities served, given resource and time constraints. This information was developed into a Disability Action Plan for Job Corps.

A third disability meeting was held in June 1998, in Silver Spring, Maryland, to begin work on the tasks outlined in the plan. Goals of this meeting included establishing linkages with organizations serving persons with disabilities, developing a protocol to assist Job Corps staff and contractors when an applicant or student requests reasonable accommodation, discussing options for staff/contractor trainings, and outlining a disability resource manual. Over the next several months, the National Office, through a series of disability initiative workgroups, will develop guidance materials for the field.

4. Disability Action Plan. Some tasks in the Disability Action Plan will take time and additional resources to implement. Other activities can be undertaken within the parameters of existing Job Corps policies and will require little or no additional resources. With assistance from the National and Regional Offices, centers should initiate efforts to develop their own capabilities to improve on-center access and accommodation, and the expertise to work with persons with disabilities. Centers should begin to:

- **Network with disability organizations**—Community organizations can offer support (financial and technical assistance, volunteers), and can promote Job Corps to potential students/staff and other disability organizations. Government and private national organizations can provide support and financial partnerships to assist Job Corps in accommodating persons with disabilities. Attachment 1 is a list of national disability resources/partners that may provide assistance or local contact information.
- **Identify accessibility challenges and develop a plan to make the center more accessible to persons with disabilities**—The Americans With Disabilities Act Checklist for Readily Achievable Barrier Removal, (Attachment 2) provides a survey checklist and implementation plan that may help centers identify accessibility problems, develop solutions for removing barriers, and set priorities for implementing improvements. While the removal of some barriers will

require additional resources, the removal of others can be accomplished with little difficulty or expense by making simple changes to the physical environment. Examples include repairing uneven paving, installing a curb cut to make a safe route of travel for a person in a wheelchair, or changing a door knob to a lever to allow persons with limited use of their hands entry into a classroom.

- **Designate a point person so persons with disabilities can obtain maximum benefits from the program**—As Job Corps begins to implement the Disability Action Plan, each Center Director should designate an existing staff person to serve as the center's focal point for disability issues. This person will be responsible for organizing disability activities on center; providing liaison to community agencies, the Regional Office, and the National Office; and participating in relevant trainings.

5. Expiration Date. Ongoing.

6. Inquiries. Direct any inquiries to Charles R. Hayman, MD, or Barbara Grove, RN, at 202-219-5556. Agencies should direct inquiries to DA/FS Linda Goodman at 703-235-8841, DI/NPS William Jones at 202-565-1085, DI/WRB Robert Sims at 303-445-2633, or DI/FWS James Banks at 202-208-4634.

Attachments:

1—Resource List

2—ADA Checklist for Readily Achievable Barrier Removal

The following resource list contains contact information for disability agencies and organizations that can provide information, services, and/or referrals. To obtain information not included in this list (e.g., particular disability, contact information for an agency or organization, specific disability issue/topic), staff should contact the National Information Center for Children and Youth with Disabilities (NICHCY) or the National Clearinghouse on Postsecondary Education for Individuals with Disabilities (HEATH Resource Center). Both NICHCY and HEATH have extensive resource lists, materials, and referral information available by phone or internet (see contact information listed below).

Disability Resource List		
Agency	Services	Contact Information
National Information Center for Children and Youth with Disabilities (NICHCY)	Provides information on issues of concern to children and youth with disabilities and their families and referrals to other organizations and sources of assistance.	Contact NICHCY at 1-800-695-0285, (202) 884-8200, or on the internet, http://www.nichcy.org .
National Clearinghouse on Postsecondary Education for Individuals with Disabilities (HEATH Resource Center)	Collects and disseminates information so that people with disabilities can develop their full potential through education and training after high school. Information on numerous topics including: financial aid, accessibility, career development, vocational rehabilitation, and accessibility is available.	Contact HEATH at 1-800-544-3284, (202) 939-9320, or on the internet, http://ace-info-server.nche.edu/Programs/HEATH/home/html .

Disability Resource List		
Agency	Services	Contact Information
President's Committee on Employment of People with Disabilities	Provides information, training, and technical assistance to enhance the employment of people with disabilities.	Contact the President's Committee on Employment of People with Disabilities at (202) 376-6200, (202) 376-6205(TDD), or on the internet, http://www.pcepd.gov .
Jobs Accommodation Network (JAN)	Provides a toll-free consulting service that gives instructors (academic and vocational) and employers advice on how to create accessible training and work environments. JAN is part of the President's Committee on Employment of People with Disabilities.	Contact JAN at 1-800-526-7234, by e-mail, jan@jan.icdi.wvu.edu , or on the internet, http://janweb.icdi.wvu.edu .
The Design Linc	Provides information on adjustable/ adaptable design including technical assistance, resource and referral information, product information, and accessible design tips.	Contact Design Linc on the internet, http://www.designlinc.com/designlinc . This website has contact information, organized by state, for many disability agencies; links to other disability internet sites; and accessible design information.

Disability Resource List		
Agency	Services	Contact Information
Vocational and Rehabilitation Agencies	Provides counseling, evaluation, training, and job placement for disabled persons. Services are also available for persons with sight and hearing disabilities.	Contact your state vocational rehabilitation agency. The Pennsylvania Rehabilitation Advisory Council website, http://trfn.clpgh.org/srac/state-vr.html#top , lists contact information for the vocational and rehabilitation agencies in each state.
Centers for Independent Living	Provides self care, adult daily living, money management, and transitional living skills training to persons with disabilities.	Contact your local Center for Independent Living. Information and a listing of centers is available at the website, http://www.designlinc.com/designlinc/centers.htm .
Adult Congregate Living/Assisted Living Facilities	Provides resources and information for persons with hidden disabilities who wish to live independently.	Contact your local Adult Congregate living or Assisted Living facility.

Disability Resource List		
Agency	Services	Contact Information
Department of Special Education	Provides academic and vocational training strategies for teachers working with students with learning and physical disabilities. Some states have technology lending programs.	Contact your state Department of Education.
Social Security Benefits Office	Provides documentation of disability	Contact your local Social Security Benefits Office.
State Department of Mental Health/Mental Retardation/ Developmental Services	Provides referral and information resources for qualified candidates with developmental disabilities. Also an information and accommodations resource.	Contact your state Department of Mental Health/ Mental Retardation/ Developmental Services.
ADA Coordinator	Provides technical assistance with accessibility issues, and resource/ referral information	Contact your state/local ADA coordinator.
United Cerebral Palsy	Provides referral and information resources for qualified candidates with Cerebral Palsy. Also an information and accommodations resource.	Contact your local United Cerebral Palsy chapter. The website, www.ucpa.org , lists local contact information by state.
Registry of Interpreters for the Deaf (RID)	Provides resources and information to persons seeking American Sign Language interpreters.	Contact RID on the internet, http://www.rid.org .

Disability Resource List		
Agency	Services	Contact Information
The Relay Service	Provide communications accessibility to persons who are deaf and/or persons who wish to communicate with persons who are deaf by telephone.	Contact your local telephone company or state Relay Service.
National Federation of the Blind	Provides information and referral services, adaptive equipment, and job opportunities for persons who are blind.	Contact The National Office of the Federation for the Blind at (410) 659-9314 or on the internet, http://www.blind.net . This website contains state/local contact information and other resource information.
Books on Tape	Provides books, magazines, newspapers and other periodicals in an audiotape format.	
Centers for the Blind	Provides information on high and low technology solutions to barrier removal for persons with visual impairments.	
Public Television, Radio, and Cable franchise	Provides reading services of books and periodicals for blind and visually impaired individuals upon request. Adaptive device provided at no additional charge. The Cable company will provide information on descriptive television for blind and visually impaired.	Contact your local public broadcasting stations or local cable company.

Disability Resource List		
Agency	Services	Contact Information
The Advocacy Center	Provides information on disability-related topics and referrals to agencies providing services to persons with disabilities.	Contact The Advocacy Center at 1-800-342-0823.

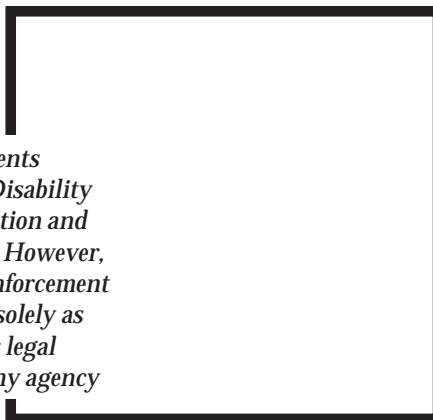
Checklist for Existing Facilities version 2.1

ADA TITLE III COMPLIANCE MATERIALS

To obtain additional copies of this **checklist**, contact your Disability and Business Technical Assistance Center. To be automatically connected to your regional center, call **1-800-949-4ADA**. This **checklist** may be copied as many times as desired by the Disability and Business Technical Assistance Centers for distribution to small businesses but may not be reproduced in whole or in part and sold by any other entity without written permission of Adaptive Environments, the author.

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The Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal

August 1995

Checklist for Existing Facilities version 2.1

Introduction

Title III of the **Americans with Disabilities Act** requires public accommodations to provide goods and services to people with disabilities on an equal basis with the rest of the general public. The goal is to afford every individual the opportunity to benefit from our country's businesses and services, and to afford our businesses and services the opportunity to benefit from the patronage of all Americans.

The regulations require that architectural and communication barriers that are structural must be removed in public areas of **existing facilities** when their removal is **readily achievable**—in other words, easily accomplished and able to be carried out without much difficulty or expense. **Public accommodations** that must meet the barrier removal requirement include a broad range of establishments (both for-profit and nonprofit)—such as hotels, restaurants, theaters, museums, retail stores, private schools, banks, doctors' offices, and other places that serve the public. People who own, lease, lease out, or operate places of public accommodation in existing buildings are responsible for complying with the barrier removal requirement.

The removal of barriers can often be achieved by making simple changes to the physical environment. However, the regulations do not define exactly how much effort and expense are required for a facility to meet its obligation. This judgment must be made on a case-by-case basis, taking into consideration such factors as the size, type, and overall financial resources of the facility, and the nature and cost of the access improvements needed. These factors are described in more detail in the ADA regulations issued by the Department of Justice.

The process of determining what changes are readily achievable is not a one-time effort; access should be re-evaluated annually. Barrier removal that might be difficult to carry out now may be readily achievable later. Tax incentives are available to help absorb costs over several years.

Purpose of This Checklist

This checklist will help you identify accessibility problems and solutions in existing facilities in order to meet your obligations under the ADA.

The goal of the survey process is to plan how to make an existing facility more usable for people with disabilities. The Department of Justice (DOJ) recommends the development of an Implementation Plan, specifying what improvements you will make to remove barriers and when each solution will be carried out: "...Such a plan...could serve as evidence of a good faith effort to comply...."

Technical Requirements

This checklist details some of the requirements found in the ADA Standards for Accessible Design (Standards). The ADA Accessibility Guidelines (ADAAG), when adopted by DOJ, became the Standards. The Standards are part of the Department of Justice Title III Regulations, 28 CFR Part 36 (*Nondiscrimination on the basis of disability... Final Rule*). Section 36.304 of this regulation, which covers barrier removal, should be reviewed before this survey is conducted.

However, keep in mind that full compliance with the Standards is required only for new construction and alterations. The requirements are presented here as a guide to help you determine what may be readily achievable barrier removal for existing facilities. The Standards should be followed for all barrier removal unless doing so is not readily achievable. If complying with the Standards is not readily achievable, you may undertake a modification that does not fully comply, as long as it poses no health or safety risk.

In addition to the technical specifications, each item has a scoping provision, which can be found under Section 4.1 in the Standards. This section clarifies when access is required and what the exceptions may be.

Each state has its own regulations regarding accessibility. To ensure compliance with all codes, know your state and local codes and use the more stringent technical requirement for every modification you make; that is, the requirement that provides greater access for individuals with disabilities. The barrier removal requirement for existing facilities is new under the ADA and supersedes less stringent local or state codes.

What This Checklist is Not

This checklist does not cover all of the requirements of the Standards; therefore, it is **not** for facilities undergoing new construction or alterations. In addition, it does not attempt to illustrate all possible barriers or propose all possible barrier removal solutions. The Standards should be consulted for guidance in situations not covered here.

The Title III regulation covers more than barrier removal, but this checklist does **not** cover Title III's requirements for nondiscriminatory policies and practices and for the provision of auxiliary communication aids and services. The communication features covered are those that are **structural** in nature.

Priorities

This checklist is based on the four priorities recommended by the Title III regulations for planning readily achievable barrier removal projects:

Priority 1: Accessible approach and entrance

Priority 2: Access to goods and services

Priority 3: Access to rest rooms

Priority 4: Any other measures necessary


Note that the references to ADAAG throughout the checklist refer to the Standards for Accessible Design.

How to Use This Checklist

✓ **Get Organized:** Establish a time frame for completing the survey. Determine how many copies of the checklist you will need to survey the whole facility. Decide who will conduct the survey. It is strongly recommended that you invite two or three additional people, including people with various disabilities and accessibility expertise, to assist in identifying barriers, developing solutions for removing these barriers, and setting priorities for implementing improvements.

✓ **Obtain Floor Plans:** It is very helpful to have the building floor plans with you while you survey. If plans are not available, use graph paper to sketch the layout of all interior and exterior spaces used by your organization. Make notes on the sketch or plan while you are surveying.

✓ **Conduct the Survey:** Bring copies of this checklist, a clipboard, a pencil or pen, and a flexible steel

tape measure. With three people surveying, one person numbers key items on the floor plan to match with the field notes, taken by a second person, while the third takes measurements. **Be sure to record all dimensions!** As a reminder, questions that require a dimension to be measured and recorded are marked with the ruler symbol.  Think about each space from the perspective of people with physical, hearing, visual, and cognitive disabilities, noting areas that need improvement.

✓ **Summarize Barriers and Solutions:** List barriers found and ideas for their removal. Consider the solutions listed beside each question, and add your own ideas. Consult with building contractors and equipment suppliers to estimate the costs for making the proposed modifications.

✓ **Make Decisions and Set Priorities:** Review the summary with decision makers and advisors. Decide which solutions will best eliminate barriers at a reasonable cost. Prioritize the items you decide upon and make a timeline for carrying them out. Where the removal of barriers is not readily achievable, you must consider whether there are **alternative methods** for providing access that are readily achievable.

✓ **Maintain Documentation:** Keep your survey, notes, summary, record of work completed, and plans for alternative methods on file.

✓ **Make Changes:** Implement changes as planned. Always refer directly to the Standards and your state and local codes for complete technical requirements before making any access improvement. References to the applicable sections of the Standards are listed at the beginning of each group of questions. If you need help understanding the federal, state, or local requirements, contact your Disability and Business Technical Assistance Center.

✓ **Follow Up:** Review your Implementation Plan each year to re-evaluate whether more improvements have become readily achievable.

To obtain a copy of the Title III regulations and the Standards or other technical information, call the U.S. Dept. of Justice ADA Information Line at (800) 514-0301 Voice, (202) 514-0381 TDD, or (800) 514-0383 TDD. For questions about ADAAG, contact the Architectural and Transportation Barriers Compliance Board at (800) USA-ABLE.

QUESTIONS

POSSIBLE SOLUTIONS

Priority

1 Accessible Approach/Entrance

People with disabilities should be able to arrive on the site, approach the building, and enter as freely as everyone else. At least one route of travel should be safe and accessible for everyone, including people with disabilities.

Route of Travel (ADAAG 4.3, 4.4, 4.5, 4.7)

Is there a route of travel that does not require the use of stairs?

Yes No

☐ ☐

Is the route of travel stable, firm and slip-resistant?

☐ ☐


Is the route at least 36 inches wide?

☐ ☐

width



Can all objects protruding into the circulation paths be detected by a person with a visual disability using a cane?

☐ ☐

distance
from wall/
height

In order to be detected using a cane, an object must be within 27 inches of the ground. Objects hanging or mounted overhead must be higher than 80 inches to provide clear head room. It is not necessary to remove objects that protrude less than 4 inches from the wall.

Do curbs on the route have curb cuts at drives, parking, and drop-offs?

☐ ☐

- ☐ Add a ramp if the route of travel is interrupted by stairs.
- ☐ Add an alternative route on level ground.

- ☐ Repair uneven paving.
- ☐ Fill small bumps and breaks with beveled patches.
- ☐ Replace gravel with hard top.

- ☐ Change or move landscaping, furnishings, or other features that narrow the route of travel.
- ☐ Widen route.

- ☐ Move or remove protruding objects.
- ☐ Add a cane-detectable base that extends to the ground.
- ☐ Place a cane-detectable object on the ground underneath as a warning barrier.

- ☐ Install curb cut.
- ☐ Add small ramp up to curb.

Ramps (ADAAG 4.8)



Are the slopes of ramps no greater than 1:12?

☐ ☐

slope

Slope is given as a ratio of the height to the length. 1:12 means for every 12 inches along the base of the ramp, the height increases one inch. For a 1:12 maximum slope, **at least** one foot of ramp length is needed for each inch of height.

- ☐ Lengthen ramp to decrease slope.
- ☐ Relocate ramp.
- ☐ If available space is limited, reconfigure ramp to include switchbacks.

QUESTIONS

POSSIBLE SOLUTIONS

Ramps, continued

Do all ramps longer than 6 feet have railings on both sides?

Yes No

☐ ☐

☐ Add railings.



Are railings sturdy, and between 34 and 38 inches high?

☐ ☐

height

☐ Adjust height of railing if not between 30 and 38 inches.
☐ Secure handrails in fixtures.



Is the width between railings or curbs at least 36 inches?

☐ ☐

width

☐ Relocate the railings.
☐ Widen the ramp.

Are ramps non-slip?

☐ ☐

☐ Add non-slip surface material.



Is there a 5-foot-long level landing at every 30-foot horizontal length of ramp, at the top and bottom of ramps and at switchbacks?

☐ ☐

length

☐ Remodel or relocate ramp.



Does the ramp rise no more than 30 inches between landings?

☐ ☐

rise

☐ Remodel or relocate ramp.

Parking and Drop-Off Areas (ADAAG 4.6)



Are an adequate number of accessible parking spaces available (8 feet wide for car plus 5-foot access aisle)? For guidance in determining the appropriate number to designate, the table below gives the ADAAG requirements for new construction and alterations (for lots with more than 100 spaces, refer to ADAAG):

☐ ☐

number of accessible spaces

Note widths of existing accessible spaces:

Total spaces

1 to 25

26 to 50

51 to 75

76 to 100

Accessible

1 space

2 spaces

3 spaces

4 spaces

☐ Reconfigure a reasonable number of spaces by repainting stripes.



Are 8-foot-wide spaces, with minimum 8-foot-wide access aisles, and 98 inches of vertical clearance, available for lift-equipped vans?

☐ ☐

width/
vertical clearance

☐ Reconfigure to provide van-accessible space(s).

At least one of every 8 accessible spaces must be van-accessible (with a minimum of one van-accessible space in all cases).

QUESTIONS

POSSIBLE SOLUTIONS

Parking and Drop-Off Areas, continued

Are the access aisles part of the accessible route to the accessible entrance?

Yes No

☐ ☐

Are the accessible spaces closest to the accessible entrance?

☐ ☐

Are accessible spaces marked with the International Symbol of Accessibility? Are there signs reading "Van Accessible" at van spaces?

☐ ☐

Is there an enforcement procedure to ensure that accessible parking is used only by those who need it?

☐ ☐

- ☐ Add curb ramps.
- ☐ Reconstruct sidewalk.

- ☐ Reconfigure spaces.

- ☐ Add signs, placed so that they are not obstructed by cars.

- ☐ Implement a policy to check periodically for violators and report them to the proper authorities.

Entrance (ADAAG 4.13, 4.14, 4.5)

If there are stairs at the main entrance, is there also a ramp or lift, or is there an alternative accessible entrance?

☐ ☐

Do not use a service entrance as the accessible entrance unless there is no other option.

Do all inaccessible entrances have signs indicating the location of the nearest accessible entrance?

☐ ☐


Can the alternate accessible entrance be used independently?

☐ ☐

- ☐ If it is not possible to make the main entrance accessible, create a dignified alternate accessible entrance. If parking is provided, make sure there is accessible parking near all accessible entrances.


- ☐ Install signs before inaccessible entrances so that people do not have to retrace the approach.

- ☐ Eliminate as much as possible the need for assistance—to answer a doorbell, to operate a lift, or to put down a temporary ramp, for example.

 Does the entrance door have at least 32 inches clear opening (for a double door, at least one 32-inch leaf)?

☐ ☐
☐ ☐
 clear opening

- ☐ Widen the door to 32 inches clear.
- ☐ If technically infeasible, widen to 31-3/8 inches minimum.
- ☐ Install offset (swing-clear) hinges.

 Is there at least 18 inches of clear wall space on the pull side of the door, next to the handle?

☐ ☐
☐ ☐
 clear space

- ☐ Remove or relocate furnishings, partitions, or other obstructions.
- ☐ Move door.
- ☐ Add power-assisted or automatic door opener.

A person using a wheelchair or crutches needs this space to get close enough to open the door.

QUESTIONS

POSSIBLE SOLUTIONS

Entrance, continued



Is the threshold edge 1/4-inch high or less, or if beveled edge, no more than 3/4-inch high?

Yes No

☐ ☐

height

- ☐ If there is a single step with a rise of 6 inches or less, add a short ramp.
- ☐ If there is a threshold greater than 3/4-inch high, remove it or modify it to be a ramp.



If provided, are carpeting or mats a maximum of 1/2-inch high?

☐ ☐

height

- ☐ Replace or remove mats.

Are edges securely installed to minimize tripping hazards?

☐ ☐

- ☐ Secure carpeting or mats at edges.



Is the door handle no higher than 48 inches and operable with a closed fist?

☐ ☐

height

- ☐ Lower handle.
- ☐ Replace inaccessible knob with a lever or loop handle.
- ☐ Retrofit with an add-on lever extension.

The "closed fist" test for handles and controls:

Try opening the door or operating the control using only one hand, held in a fist. If you can do it, so can a person who has limited use of his or her hands.



Can doors be opened without too much force (exterior doors reserved; maximum is 5 lbf for interior doors)?

☐ ☐

force

- ☐ Adjust the door closers and oil the hinges.
- ☐ Install power-assisted or automatic door openers.
- ☐ Install lighter doors.

You can use an inexpensive force meter or a fish scale to measure the force required to open a door. Attach the hook end to the doorknob or handle. Pull on the ring end until the door opens, and read off the amount of force required. If you do not have a force meter or a fish scale, you will need to judge subjectively whether the door is easy enough to open.



If the door has a closer, does it take at least 3 seconds to close?

☐ ☐

seconds

- ☐ Adjust door closer.

QUESTIONS

POSSIBLE SOLUTIONS

Priority

2 Access to Goods and Services

Ideally, the layout of the building should allow people with disabilities to obtain materials or services without assistance.

Horizontal Circulation (ADAAG 4.3)

Does the accessible entrance provide direct access to the main floor, lobby, or elevator?

Yes No

☐ ☐

- ☐ Add ramps or lifts.
- ☐ Make another entrance accessible.

Are all public spaces on an accessible route of travel?

☐ ☐

- ☐ Provide access to all public spaces along an accessible route of travel.

 Is the accessible route to all public spaces at least 36 inches wide?

☐ ☐

☐

width

- ☐ Move furnishings such as tables, chairs, display racks, vending machines, and counters to make more room.

 Is there a 5-foot circle or a T-shaped space for a person using a wheelchair to reverse direction?


☐ ☐

☐

width

- ☐ Rearrange furnishings, displays, and equipment.

Doors (ADAAG 4.13)


 Do doors into public spaces have at least a 32-inch clear opening?

☐ ☐

☐

clear opening

- ☐ Install offset (swing-clear) hinges.
- ☐ Widen doors.

 On the pull side of doors, next to the handle, is there at least 18 inches of clear wall space so that a person using a wheelchair or crutches can get near to open the door?

☐ ☐

☐

clear space

- ☐ Reverse the door swing if it is safe to do so.
- ☐ Move or remove obstructing partitions.

 Can doors be opened without too much force (5 lbf maximum for interior doors)?

☐ ☐

☐

force

- ☐ Adjust or replace closers.
- ☐ Install lighter doors.
- ☐ Install power-assisted or automatic door openers.


 Are door handles 48 inches high or less and operable with a closed fist?

☐ ☐

☐

height

- ☐ Lower handles.
- ☐ Replace inaccessible knobs or latches with lever or loop handles.
- ☐ Retrofit with add-on levers.
- ☐ Install power-assisted or automatic door openers.

 Are all threshold edges 1/4-inch high or less, or if beveled edge, no more than 3/4-inch high?

☐ ☐

☐

height

- ☐ If there is a threshold greater than 3/4-inch high, remove it or modify it to be a ramp.
- ☐ If between 1/4- and 3/4-inch high, add bevels to both sides.

QUESTIONS

POSSIBLE SOLUTIONS

Rooms and Spaces (ADAAG 4.2, 4.4, 4.5)



Are all aisles and pathways to materials and services at least 36 inches wide?

Yes No

☐ ☐

width

☐ Rearrange furnishings and fixtures to clear aisles.



Is there a 5-foot circle or T-shaped space for turning a wheelchair completely?

☐ ☐

width

☐ Rearrange furnishings to clear more room.

Is carpeting low-pile, tightly woven, and securely attached along edges?

☐ ☐

☐ Secure edges on all sides.
☐ Replace carpeting.



In circulation paths through public areas, are all obstacles cane-detectable (located within 27 inches of the floor or higher than 80 inches, or protruding less than 4 inches from the wall)?

☐ ☐

height/
protrusion

☐ Remove obstacles.
☐ Install furnishings, planters, or other cane-detectable barriers underneath.

Emergency Egress (ADAAG 4.28)

If emergency systems are provided, do they have both flashing lights and audible signals?

☐ ☐

☐ Install visible and audible alarms.
☐ Provide portable devices.

Signage for Goods and Services (ADAAG 4.30)

Different requirements apply to different types of signs.



If provided, do signs and room numbers designating permanent rooms and spaces where goods and services are provided comply with the appropriate requirements for such signage?

☐ ☐

☐ Provide signs that have raised letters, Grade II Braille, and that meet all other requirements for permanent room or space signage. (See ADAAG 4.1.3(16) and 4.30.)

- Signs mounted with centerline 60 inches from floor.

Y N

☐ ☐

height

- Mounted on wall adjacent to latch side of door, or as close as possible.

☐ ☐

- Raised characters, sized between 5/8 and 2 inches high, with high contrast (for room numbers, rest rooms, exits).

☐ ☐

character
height

- Brailled text of the same information.

☐ ☐

- If pictogram is used, it must be accompanied by raised characters and braille.

☐ ☐

QUESTIONS

POSSIBLE SOLUTIONS

Directional and Informational Signage

The following questions apply to directional and informational signs that fall under Priority 2.

Yes No



If mounted above 80 inches, do they have letters at least 3 inches high, with high contrast, and non-glare finish?

☐ ☐

☐

letter height

☐ Review requirements and replace signs as needed, meeting the requirements for character size, contrast, and finish.

Do directional and informational signs comply with legibility requirements? (Building directories or temporary signs need not comply.)

☐ ☐

☐ Review requirements and replace signs as needed.

Controls (ADAAG 4.27)



Are all controls that are available for use by the public (including electrical, mechanical, cabinet, game, and self-service controls) located at an accessible height?

☐ ☐

☐

height

☐ Relocate controls.

Reach ranges: The maximum height for a side reach is 54 inches; for a forward reach, 48 inches. The minimum reachable height is 15 inches for a front approach and 9 inches for a side approach.

Are they operable with a closed fist?

☐ ☐

☐ Replace controls.

Seats, Tables, and Counters (ADAAG 4.2, 4.32, 7.2)



Are the aisles between fixed seating (other than assembly area seating) at least 36 inches wide?

☐ ☐

☐

width

☐ Rearrange chairs or tables to provide 36-inch aisles.

Are the spaces for wheelchair seating distributed throughout?

☐ ☐

☐ Rearrange tables to allow room for wheelchairs in seating areas throughout the area.
☐ Remove some fixed seating.



Are the tops of tables or counters between 28 and 34 inches high?

☐ ☐

☐

height

☐ Lower part or all of high surface.
☐ Provide auxiliary table or counter.



Are knee spaces at accessible tables at least 27 inches high, 30 inches wide, and 19 inches deep?

☐ ☐

☐


height/
width/
depth

☐ Replace or raise tables.

QUESTIONS

POSSIBLE SOLUTIONS


Seats, Tables, and Counters, continued

 At each type of cashier counter, is there a portion of the main counter that is no more than 36 inches high?

Yes No

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	
height	

- ☐ Provide a lower auxiliary counter or folding shelf.
- ☐ Arrange the counter and surrounding furnishings to create a space to hand items back and forth.

 Is there a portion of food-ordering counters that is no more than 36 inches high, or is there space at the side for passing items to customers who have difficulty reaching over a high counter?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	
height	

- ☐ Lower section of counter.
- ☐ Arrange the counter and surrounding furnishings to create a space to pass items.

Vertical Circulation (ADAAG 4.1.3(5), 4.3)

Are there ramps, lifts, or elevators to all public levels?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

- ☐ Install ramps or lifts.
- ☐ Modify a service elevator.
- ☐ Relocate goods or services to an accessible area.

On each level, if there are stairs between the entrance and/or elevator and essential public areas, is there an accessible alternate route?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

- ☐ Post clear signs directing people along an accessible route to ramps, lifts, or elevators.

Stairs (ADAAG 4.9)

The following questions apply to stairs connecting levels *not* serviced by an elevator, ramp, or lift.

Do treads have a non-slip surface?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

- ☐ Add non-slip surface to treads.

Do stairs have continuous rails on both sides, with extensions beyond the top and bottom stairs?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

- ☐ Add or replace handrails if possible within existing floor plan.

Elevators (ADAAG 4.10)

Are there both visible and verbal or audible door opening/closing and floor indicators (one tone = up, two tones = down)?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

- ☐ Install visible and verbal or audible signals.

 Are the call buttons in the hallway no higher than 42 inches?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	
height	

- ☐ Lower call buttons.
- ☐ Provide a permanently attached reach stick.

Do the controls inside the cab have raised and braille lettering?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

- ☐ Install raised lettering and braille next to buttons.

QUESTIONS

POSSIBLE SOLUTIONS

Elevators, continued

Is there a sign on both door jambs at every floor identifying the floor in raised and braille letters?

Yes No

☐ ☐

If an emergency intercom is provided, is it usable without voice communication?

☐ ☐


Is the emergency intercom identified by braille and raised letters?


☐ ☐

Lifts (ADAAG 4.2, 4.11)


Can the lift be used without assistance? If not, is a call button provided?

☐ ☐

 Is there at least 30 by 48 inches of clear space for a person in a wheelchair to approach to reach the controls and use the lift?

☐ ☐

clear space

 Are controls between 15 and 48 inches high (up to 54 inches if a side approach is possible)?

☐ ☐

height

- ☐ Install tactile signs to identify floor numbers, at a height of 60 inches from floor.
- ☐ Modify communication system.
- ☐ Add tactile identification.
- ☐ At each stopping level, post clear instructions for use of the lift.
- ☐ Provide a call button.
- ☐ Rearrange furnishings and equipment to clear more space.
- ☐ Move controls.

Priority

③ Usability of Rest Rooms

When rest rooms are open to the public, they should be accessible to people with disabilities.

Getting to the Rest Rooms (ADAAG 4.1)

If rest rooms are available to the public, is at least one rest room (either one for each sex, or unisex) fully accessible?

☐ ☐

Are there signs at inaccessible rest rooms that give directions to accessible ones?

☐ ☐

- ☐ Reconfigure rest room.
- ☐ Combine rest rooms to create one unisex accessible rest room.
- ☐ Install accessible signs.

Doorways and Passages (ADAAG 4.2, 4.13, 4.30)

Is there tactile signage identifying rest rooms?

☐ ☐

Mount signs on the wall, on the latch side of the door, complying with the requirements for permanent signage.

- ☐ Add accessible signage, placed to the side of the door, 60 inches to centerline (not on the door itself).

QUESTIONS

POSSIBLE SOLUTIONS


Doorways and Passages, continued

Are pictograms or symbols used to identify rest rooms, and, if used, are raised characters and braille included below them?

Yes No

☐ ☐

- ☐ If symbols are used, add supplementary verbal signage with raised characters and braille below pictogram symbol.

 Is the doorway at least 32 inches clear?

☐ ☐
☐
clear width

- ☐ Install offset (swing-clear) hinges.
- ☐ Widen the doorway.

 Are doors equipped with accessible handles (operable with a closed fist), 48 inches high or less?


☐ ☐
☐
height

- ☐ Lower handles.
- ☐ Replace knobs or latches with lever or loop handles.
- ☐ Add lever extensions.
- ☐ Install power-assisted or automatic door openers.

 Can doors be opened easily (5 lbf maximum force)?

☐ ☐
☐
force

- ☐ Adjust or replace closers.
- ☐ Install lighter doors.
- ☐ Install power-assisted or automatic door openers.

 Does the entry configuration provide adequate maneuvering space for a person using a wheelchair?

☐ ☐
☐
clear width

A person in a wheelchair needs 36 inches of clear width for forward movement, and a 5-foot diameter or T-shaped clear space to make turns. A minimum distance of 48 inches clear of the door swing is needed between the two doors of an entry vestibule.

- ☐ Rearrange furnishings such as chairs and trash cans.
- ☐ Remove inner door if there is a vestibule with two doors.
- ☐ Move or remove obstructing partitions.

 Is there a 36-inch-wide path to all fixtures?

☐ ☐
☐
width


- ☐ Remove obstructions.

Stalls (ADAAG 4.17)

Is the stall door operable with a closed fist, inside and out?

☐ ☐

- ☐ Replace inaccessible knobs with lever or loop handles.
- ☐ Add lever extensions.

 Is there a wheelchair-accessible stall that has an area of at least 5 feet by 5 feet, clear of the door swing, OR is there a stall that is less accessible but that provides greater access than a typical stall (either 36 by 69 inches or 48 by 69 inches)?

☐ ☐
☐
length/
width

- ☐ Move or remove partitions.
- ☐ Reverse the door swing if it is safe to do so.

QUESTIONS

POSSIBLE SOLUTIONS

Stalls, continued

In the accessible stall, are there grab bars behind and on the side wall nearest to the toilet?

Yes No

☐ ☐

☐ Add grab bars.

 Is the toilet seat 17 to 19 inches high?

☐ ☐

☐ Add raised seat.

height

Lavatories (ADAAG 4.19, 4.24)

 Does one lavatory have a 30-inch-wide by 48-inch-deep clear space in front?

☐ ☐

- ☐ Rearrange furnishings.
- ☐ Replace lavatory.
- ☐ Remove or alter cabinetry to provide space underneath.
- ☐ Make sure hot pipes are covered.
- ☐ Move a partition or wall.

A maximum of 19 inches of the required depth may be under the lavatory.


clear space

 Is the lavatory rim no higher than 34 inches?

☐ ☐

☐ Adjust or replace lavatory.

height

 Is there at least 29 inches from the floor to the bottom of the lavatory apron (excluding pipes)?

☐ ☐

☐ Adjust or replace lavatory.

height

Can the faucet be operated with one closed fist?

☐ ☐

☐ Replace with paddle handles.

Are soap and other dispensers and hand dryers within reach ranges (see page 7) and usable with one closed fist?

☐ ☐

- ☐ Lower dispensers.
- ☐ Replace with or provide additional accessible dispensers.

 Is the mirror mounted with the bottom edge of the reflecting surface 40 inches high or lower?

☐ ☐

- ☐ Lower or tilt down the mirror.
- ☐ Add a larger mirror anywhere in the room.

height


Priority

4 Additional Access

Note that this priority is for items not required for basic access in the first three priorities.

When amenities such as drinking fountains and public telephones are provided, they should also be accessible to people with disabilities.

Drinking Fountains (ADAAG 4.15)

 Is there at least one fountain with clear floor space of at least 30 by 48 inches in front?

☐ ☐

☐ Clear more room by rearranging or removing furnishings.

clear space

QUESTIONS

POSSIBLE SOLUTIONS

Drinking Fountains, continued



Is there one fountain with its spout no higher than 36 inches from the ground, and another with a standard height spout (or a single "hi-lo" fountain)?

Yes No

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	
height	

Are controls mounted on the front or on the side near the front edge, and operable with one closed fist?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------



Is each water fountain cane-detectable (located within 27 inches of the floor or protruding into the circulation space less than 4 inches from the wall)?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	
height/ protrusion	

- ☐ Provide cup dispensers for fountains with spouts that are too high.
- ☐ Provide accessible cooler.
- ☐ Replace the controls.
- ☐ Place a planter or other cane-detectable barrier on each side at floor level.

Telephones (ADAAG4.31)



If pay or public use phones are provided, is there clear floor space of at least 30 by 48 inches in front of at least one?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	
clear space	



Is the highest operable part of the phone no higher than 48 inches (up to 54 inches if a side approach is possible)?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	
height	



Does the phone protrude no more than 4 inches into the circulation space?

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	
protrusion	

Does the phone have push-button controls?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Is the phone hearing-aid compatible?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Is the phone adapted with volume control?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Is the phone with volume control identified with appropriate signage?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

If there are four or more public phones in the building, is one of the phones equipped with a text telephone (TT or TDD)?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Is the location of the text telephone identified by accessible signage bearing the International TDD Symbol?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

- ☐ Move furnishings.
- ☐ Replace booth with open station.
- ☐ Lower telephone.
- ☐ Place a cane-detectable barrier on each side at floor level.
- ☐ Contact phone company to install push-buttons.
- ☐ Have phone replaced with a hearing-aid compatible one.
- ☐ Have volume control added.
- ☐ Add signage.
- ☐ Install a text telephone.
- ☐ Have a portable TT available.
- ☐ Provide a shelf and outlet next to phone.
- ☐ Add signage.